

DOCUMENT RESUME

ED 077 500

JC 730 138

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TITLE Graduate Questionnaire, Evening Students
Questionnaire, [and] Non-Returning Students
Questionnaire.
INSTITUTION Arapahoe Community Coll., Littleton, Colo.
PUB DATE 16 Apr 73
NOTE 88p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Community Colleges; Data Analysis; Data Collection;
*Graduate Surveys; Post Secondary Education;
*Questionnaires; Statistical Data; *Student
Reaction
IDENTIFIERS *Arapahoe Community College

ABSTRACT

Three questionnaires used by the Arapahoe Community College are discussed. In the first, Graduate Questionnaire, graduates from 1968-1971 were surveyed. A summary is provided of the total responses, which includes summaries of all open-ended questions. Summaries of each individual year are also provided, but only multiple choice questions are considered. A copy of the questionnaire is provided. The second questionnaire, Evening Students Questionnaire, is provided, together with a summary of the results and a statistical section that lists each question item or reply, the number of replies, the z-score, and the confidence level. The third, a Non-Returning Students Questionnaire, was sent to 634 students to ascertain why they did not return for the winter quarter. A summary of the results, the questionnaire itself, and charts provide the z-score and the confidence level, both as to individual data and group data. (LB)

April 16, 1973

TO: All Faculty

FROM: Rita G. Pickering
Institutional Research and Development Officer

TOPIC: Graduate Questionnaire

ED 077500

During the spring of 1971, a group of Arapahoe Community College staff (including faculty and administrators) formulated a questionnaire to be sent to all those who had graduated from ACC at that time. Because of a multitude of address changes, many of the earlier graduates were not contacted, and, therefore, the results are not as valid as those of the later years.

A summary of the total responses is provided which includes summaries of all the open-ended questions. Summaries of each individual year are also provided, but only the multiple-choice questions are considered.

The responses to each open-ended question have been categorized as much as possible, and the categories arranged according to significance - highest significance first. Beside each category is an indication as to whether the number of responses within the category was significantly high (Sig High), significantly low (Sig Low), or within the realm of chance (-) as compared to the total number of responses to that question.

In many cases, sub-categories are listed, also arranged according to significance. In such instances, the indication of significance refers to the number of responses in that sub-category as compared with the total number of responses to the entire category.

Remember that a significantly high response indicates that more people responded to that item than would have been expected from chance alone (an item being chosen at random). In such cases, one can feel assured that, out of the total respondents to the questionnaire, it is meaningful that so many chose a particular item. A significantly low response indicates that it is meaningful that so few people chose a particular item. A response of no significance gives no meaningful data as that response could have been acquired by having monkeys pick out responses from a hat.

A copy of the questionnaire is attached. The raw data is also available upon request.

UNIVERSITY OF CALIF.
LOS ANGELES

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SUMMARY OF GRADUATE QUESTIONNAIRE

All results mentioned are those which showed significantly high responses as related to the total number of responses - 308 out of a possible 481. If we were certain that these responses were from a randomized sample, we could feel 95% confident that these responses did not occur from chance alone and that they represent the activities of the entire population of Arapahoe Community College graduates from 1968 to 1971.

1. Most of the graduates had attended another college before entering ACC. They transferred because ACC was closer to home, it was less expensive, they were doing poorly in other course work at other college, and for various miscellaneous reasons, none of which were significantly high in number. A listing of the miscellaneous reasons is on page 13.
2. The graduates felt their grades improved from those earned at another college after they attended ACC.
3. The graduates had an academic goal when they enrolled at ACC which was met and did not change while the student was at ACC or after he left it.
4. A significantly low number of the graduates attended ACC in the summer of 1967. All the other quarters were attended by significantly high numbers of the students.
5. The graduates mostly had a part-time job the full time they attended ACC which was not related to the program in which they were enrolled.
6. The majority of the graduates did not take any developmental courses at ACC.
7. Most did not take any vocational courses at ACC and do not now wish they had. Of the low number that did wish they had taken some vocational courses, secretarial courses were significantly high as the type of course most wanted. A listing of the courses is found on page 15.
8. Parking was rated as acceptable at ACC, while all the following received significantly high numbers rating them as both good and acceptable; acoustics, classroom's freedom from outside noises, heat, library materials, lighting, size of classrooms, and ventilation.
9. Of all the courses mentioned as most valuable to the students in helping them toward their goal, no particular area was significantly high in the number of times being mentioned. A listing of the responses in order of significance is found on page 17.
10. Of all the courses mentioned which were least helpful to the students in helping them toward their goals, none were signi-

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ificantly high in number. A listing of the responses in order of significance is found on page 21.

11. Of all the aspects of ACC mentioned which the students felt were the most beneficial, physical and personal were significantly high in number. Of the physical aspects mentioned, size was significantly high in number. A listing of all the responses in order of significance is found on page 25.
12. Of all the ways the students listed in which ACC could have been more helpful, none were significantly high in the number of responses. A listing of the responses in order of significance is found on page 27.
13. A significantly high number of the graduates have attended another college after leaving ACC.
14. Most felt they had been adequately prepared at ACC for the course of study in the four-year school. Of those not prepared, no reason given was significantly high in number. A listing of those reasons is found on page 29.
15. Those who didn't transfer after attending ACC, did not because of lack of financial resources, other miscellaneous reasons, they were happy in their present position, they were not accepted in the institution chosen, or they were drafted or enlisted in the service. Of the miscellaneous reasons given, no reason was significantly high in number. A listing of those reasons is found on page 31.
16. Those who did transfer felt they did not lose any credit for courses they had expected to transfer. Those who did lose credit gave no significantly high reason or course that didn't transfer. A listing of such is found on page 33.
17. The grades of those transferring stayed about the same as they were as ACC.
18. The majority of the transfers are presently working on a bachelor's degree.
19. Those who attended and withdrew from a four-year college did so because of financial reasons and other miscellaneous reasons. Of the miscellaneous reasons, none were significantly high in number. A listing of those reasons is found on page 35.
20. Of all the present occupations of the graduates, none were significantly high in number. A listing of the occupations in order of significance is found on page 37.
21. Often the graduates understand their own behavior and vote. Often and occasionally were both highly rated as when the graduates analyze an argument, engage in a hobby, understand the behavior of others, watch news programs, and groove on a sunset. Occasionally the graduates participate in a sport,

participate in informal debates, read the editorial pages, research an unclear statement, and watch educational channel on T.V. Never do the graduates write to the editor.

Of all the comments volunteered by the students, none were significantly high in number. A listing of the comments in order of significance is found on page 41.

It is interesting to note, that, although most of ACC's graduates had been transfers, significantly high numbers attended ACC for six, seven, and more than nine quarters (in order of highest level of significance first).

GRADUATES OF 1968

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 33. Conclusive results cannot be determined from this return since it is below the 95% level of confidence.

1. There was no significantly high response as to whether or not the students had attended another college before attending Arapahoe Community College, but of those who had done so, a significantly high number came to ACC because they were doing poorly in their course work at the other college.
2. Of those who came to Arapahoe Community College after attending another college, a significantly high number said that their grades improved at ACC.
3. Most of the students had a goal when they enrolled at ACC. It was in the academic area and it was met without being changed either while attending ACC or after having left.
4. Significantly high numbers of these students attended during the fall of 1966, all four quarters of 1967, and winter and spring of 1968.
5. A significantly high number of the students had a part-time job while attending ACC. No significant replies were recorded as to whether or not it related to the program in which the student was enrolled or as to how long the student had the job.
6. A significantly high number of the students did not take any developmental courses while at ACC, but of those who did, a significantly high number took the course in English.
7. Most of the students did not take any vocational courses at ACC and do not wish they had. Of those that did take such courses, most took them by choice and are glad they did.
8. Acoustics, lighting, and size of classrooms were all rated as "Good" by the students. Classroom's freedom from outside noises and library materials were rated as acceptable. Heat and ventilation received significantly high responses of both "Good" and "Acceptable." Parking received no significantly high responses.
13. Most of the students had attended another college since leaving ACC. Those who had not either planned to continue their college work at some future date or were undecided.
14. A significantly high number of those who had transferred felt they were adequately prepared at ACC for their course of study in the four-year school.
15. Of those who had not transferred to a four-year school, high

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numbers gave the reasons of being happy in their present position and other miscellaneous reasons.

16. A significantly low number of the students who transferred felt they had lost credit for some courses they had expected to transfer.
17. Of those who transferred to another school after graduating from ACC, most stated that their grades stayed about the same.
18. Most of those who attended a four-year college presently possess a bachelor's degree.
19. No significantly high responses were recorded as to why some of the students withdrew from a four-year college after having attended for a time. A significantly low number said they withdrew because of difficulty in adjusting to campus life.
21. The students said that often they analyze an argument, engage in a hobby, understand the behavior of others, understand their own behavior, vote, and watch news programs. Occasionally they groove on a sunset, participate in informal debates, read the editorial pages, and research an unclear statement. They never write to the editor. A significantly high number of replies were recorded for how often they participate in a sport or watch educational channel on T.V.

Significantly high numbers of the students attended ACC for six quarters or, to a lesser extent, for three quarters.

GRADUATES OF 1969

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 37. Conclusive results cannot be determined from this return since it is below the 95% level of confidence.

1. No significantly high response was recorded for the question of whether or not the student had attended another college before attending ACC. Of those who had, significantly high numbers, in order of the significance, did so because they were doing poorly in their course work at the other college, ACC was less expensive, and ACC was closer to home.
2. Of those who came to ACC after attending another college, most felt their grades improved.
3. Most of the students had a goal when they enrolled at ACC. It was an academic goal which they met and it did not change while they were at ACC. No significantly high response was recorded as to whether or not the goal changed after they left ACC.
4. Significantly high numbers of these students attended ACC during the fall of 1966, winter, spring, and fall of 1967, winter, spring, summer, and fall of 1968, and winter, spring, and summer of 1969.
5. High numbers of the students had a job during the quarters they attended ACC. It was a part-time job not related to the program in which the student was enrolled. No significantly high reply was recorded for how long the student had the job.
6. A significantly high number of the students did not take any developmental courses while at ACC.
7. No significantly high reply was recorded for whether or not the students took any vocational courses at ACC. Of those that did, they took the courses by choice and were glad they did. Of those that didn't, they do not wish they had taken any.
8. Acoustics and classroom's freedom from outside noises were rated as "Good" by these students. Heat and lighting were rated as both "Good" and "Acceptable." Size of classrooms and ventilation were rated as "Acceptable." Library materials were rated as "Poor." Parking had no significantly high response for any of the ratings.
13. Most of the graduates have attended another college since leaving ACC. Of those that didn't, most are undecided or definitely plan to continue their college work at some future date.
14. Of those that transferred, most felt they were adequately prepared at ACC for their course of study in a four-year school.

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15. No significantly high response was recorded for the reason that those who had not transferred to a four-year school had decided not to.
16. Of those that did transfer, most felt they did not lose credit for any courses that they had expected to transfer.
17. Of those that did transfer, most reported that their grades stayed about the same as they were at ACC.
18. Of those that attended a four-year college, most presently possess a bachelor's degree.
19. Of those that attended and withdrew from a four-year college after graduating from ACC, the reasons given for withdrawing were miscellaneous which are summarized in the summary report.
21. Often the students analyze an argument, engage in a hobby, understand the behavior of others, and understand their own behavior. Occasionally they participate in a sport, participate in informal debates, and research an unclear statement. Never do they write to the editor. No significantly high response was recorded for the activities of grooving on a sunset, reading the editorial pages, voting, watching educational channel on T.V., or watching news programs.

A significantly high number of the students attended ACC for six quarters.

GRADUATES OF 1970

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 84. If we were certain that these responses were from a randomized sample, we could feel 99% confident that these responses did not occur from chance alone and that they represent the activities of the entire population of graduates of 1970.

1. No significantly high number was recorded for whether or not the students had attended another college before attending ACC. Of those that did, their reasons for transferring to ACC were, in order of significance, it was closer to home, it was less expensive, they were doing poorly in their course work at the other college, and other reasons which are shown in the summary report.
2. No significantly high response was recorded for how the grades of the students were affected after transferring to ACC.
3. A significantly high number of the students had a goal when they enrolled at ACC. The goal was academic, it was met, and it did not change while the student was at ACC or after the student left.
4. Significantly high numbers of the students attended ACC during the winter, spring, and fall of 1967; the winter, spring, and fall of 1968; the winter, spring, summer, and fall of 1969; and the winter and spring of 1970.
5. Most of the students had a job during the quarters they attended ACC. It was a part-time job which was not related to the program in which the student was enrolled, and the student maintained the job the full time he was at ACC.
6. Most of the students did not take any developmental courses while at ACC.
7. Most of the students did not take any vocational courses at ACC, nor do they wish they had.
8. Acoustics, heat, library materials, lighting, and size of classrooms were rated both "Good" and "Acceptable" by the students. Classroom's freedom from outside noises, parking, and ventilation were rated as being "Acceptable."
13. Most of the students have attended another college since leaving ACC.
14. Of the students who had transferred, most felt they were adequately prepared at ACC for their course of study in the four-year school.
15. Of those who had not transferred to a four-year school, the reason most given for not doing so was lack of financial resources.

10.

16. Those that transferred felt they did not lose credit for any courses they had expected to transfer.
17. Of those that transferred, most felt their grades stayed about the same as they were at ACC.
18. Of those who had attended a four-year college after leaving ACC, most are presently working on their bachelor's degree.
19. Of those who attended and withdrew from a four-year college after graduating from ACC, the reason most given was for lack of financial resources.
21. The students often analyze an argument, engage in a hobby, understand their own behavior, and vote. Both often and occasionally were significantly high in responses for understanding the behavior of others. Occasionally the students groove on a sunset, participate in a sport, participate in informal debates, read the editorial pages, research an unclear statement, watch educational channel on T.V., and watch news programs. Never do the students write to the editor.

In order of significance, significantly high numbers of the students attended ACC for six quarters, more than nine quarters, or seven quarters.

GRADUATES OF 1971

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 154. If we were certain that these responses were from a randomized sample, we could feel 95% confident that these responses did not occur from chance alone and that they represent the activities of the entire ion of graduates of 1971.

1. No significantly high response was recorded for whether or not the students attended another college before attending ACC. Of those that did, the significant reasons given for transferring to ACC were miscellaneous ones which are summarized in the summary report, and that it was closer to home.
2. Of those that did come to ACC after having attended another college, most felt their grades improved at ACC.
3. A significantly high number of the students had a goal when they enrolled at ACC. The goal was academic; the student met the goal; and it did not change either while the student was at ACC or after he left.
4. Significantly high numbers of the students attended ACC during the winter, spring, and fall of 1968; winter, spring, summer, and fall of 1969; winter, spring, summer, and fall of 1970; and winter, spring, summer, and fall of 1971.
5. Significantly high numbers of the students had a part-time job during the time they attended ACC which did not relate to the program in which they were enrolled. No significantly high response was recorded as to how long they had the job.
6. A significantly high number of the students did not take any developmental course while at ACC.
7. Most of the students did not take any vocational courses at ACC and do not wish they had.
8. The students rated as both "Good" and "Acceptable" the acoustics, heat, library materials, lighting, and size of classrooms. They rated as "Acceptable" the classroom's freedom from outside noises, parking, and ventilation.
13. A significantly high number of the students have attended a college since attending ACC. Of those that haven't, most plan to at some future date.
14. Of those students that transferred after attending ACC, most felt they were adequately prepared at ACC for their course of study in the four-year school.
15. Of those students who have not transferred to a four-year school, the reasons most given were miscellaneous ones which are summarized in the summary report, lack of financial re-

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sources, and they were happy in their present positions.

16. Of the students who transferred after leaving ACC, most felt they did not lose credit for any courses they had expected to transfer.
17. Those that transferred after attending ACC reported that their grades stayed about the same at the new school as they were at ACC.
18. Of those who attended a four-year school after attending ACC, most are presently working on their bachelor's degree.
19. Of those who attended and withdrew from a four-year college after attending ACC, most did so because of lack of financial resources.
21. Often the students understand their own behavior and vote. High numbers of the students gave ratings of both occasionally and often for when they analyze an argument, engage in a hobby, understand the behavior of others, and watch news programs. Occasionally the students groove on a sunset, participate in a sport, participate in informal debates, read the editorial pages, research an unclear statement, and watch educational channel on T.V. Never do the students write to the editor.

In order of significance, significantly high numbers of the students attended ACC for six quarters, seven quarters, or eight quarters.

1.A.(1)e. Other Reasons for Transferring to Arapahoe Community College

- | | |
|--|---------|
| 1. <u>Large time span between colleges</u> | Sig Low |
| 2. <u>Closer to home/work</u> | Sig Low |
| 3. <u>Courses offered</u> | Sig Low |
| Offered courses needed | - |
| Nursing program | - |
| Law Enforcement program | Sig Low |
| 4. <u>Flunked out elsewhere</u> | Sig Low |
| 5. <u>Applied too late elsewhere</u> | Sig Low |
| 6. <u>Class hours</u> | Sig Low |
| 7. <u>Encouraged by instructor</u> | Sig Low |
| 8. <u>Given aid</u> | Sig Low |
| 9. <u>Less expensive</u> | Sig Low |
| 10. <u>Liked size</u> | Sig Low |

7.B.(1)a. Vocational Courses Which the Students Wish They Had Taken

1. <u>Secretarial</u>	Sig High
Typing	-
Shorthand	Sig Low
Bookkeeping	Sig Low
Secretarial Courses	Sig Low
Business Machines	Sig Low
2. <u>Business</u>	-
Marketing	-
Business	Sig Low
Accounting	Sig Low
Fashion	Sig Low
Business Law	Sig Low
Economics	Sig Low
3. <u>Trade</u>	Sig Low
Industrial Education	-
Carpentry	-
Data Processing	-
4. <u>Medical</u>	Sig Low
Clinical Recorder	-
Lab Technician	-
Nursing	-
5. <u>Interest</u>	Sig Low
Art	-
Speed Reading	-

9. The Courses That the Students look Which They Feel Were the Most Valuable in Helping Them Toward Their Goal

1. <u>Social Science</u>	Sig Low
Psychology	Sig Low
Sociology	Sig Low
Anthropology	Sig Low
Philosophy	Sig Low
Human Growth & Development	Sig Low
Social Sciences	Sig Low
Introduction to Psychology	Sig Low
Religious Perspective	Sig Low
American Woman	Sig Low
Anthropology I	Sig Low
Courtship & Marriage	Sig Low
Ethnology	Sig Low
International Politics	Sig Low
Personality Adjustment	Sig Low
Psychology I & II	Sig Low
Psychology 201, 202	Sig Low
Social Ethics	Sig Low
2. <u>Communications</u>	Sig Low
English	-
Speech	Sig Low
Applied Imagination	Sig Low
British Literature	Sig Low
Communications	Sig Low
Literature	Sig Low
Spanish	Sig Low
Speech 101	Sig Low
Advanced Composition	Sig Low
American Literature	Sig Low
American Literature II	Sig Low
British Literature II	Sig Low
Creative Writing	Sig Low
English 101, 105, 106	Sig Low
Foreign Languages	Sig Low
French	Sig Low
Speech 101 & 102	Sig Low
Teaching Children Creative Writing	Sig Low
Writing	Sig Low
3. <u>Business</u>	Sig Low
Marketing	Sig Low
Accounting	Sig Low
Business	Sig Low
Economics	Sig Low
Salesmanship	Sig Low
Management	Sig Low
Business Law	Sig Low
Fashion	Sig Low
Finance	Sig Low

18.

9. (continued)

Accounting 1, 2, 3	Sig Low
Accounting 170, 171, 172	Sig Low
Administration Courses	Sig Low
Advertising	Sig Low
Business 141	Sig Low
Business 160	Sig Low
Business Administration	Sig Low
Business Introduction	Sig Low
Calculators	Sig Low
Economics 201, 202, 203	Sig Low
Marketing 202	Sig Low
Marketing Management	Sig Low
Merchandise Seminar	Sig Low
Money & Banking	Sig Low
Retailing	Sig Low
4. <u>History</u>	Sig Low
History	-
Western Civilization	Sig Low
American History	Sig Low
Colorado History	Sig Low
Government	Sig Low
History 251, 252, 253	Sig Low
Minority History	Sig Low
Modern World	Sig Low
Social Studies	Sig Low
5. <u>Science</u>	Sig Low
Biology	-
Chemistry	Sig Low
Sciences	Sig Low
Zoology	Sig Low
Biology 262, 263	Sig Low
Botany	Sig Low
Chemistry 104-106	Sig Low
Man in Nature	Sig Low
Microbiology	Sig Low
6. <u>Math</u>	Sig Low
Math	Sig High
Physics	Sig Low
Logic	Sig Low
Calculus	Sig Low
Computer I, II, III	Sig Low
Data Processing	Sig Low
Math 130	Sig Low
Trig	Sig Low
7. <u>Health</u>	Sig Low
Nursing	-
Anatomy & Physiology	Sig Low
Medical Assistant	Sig Low
Medical Health Occupations	Sig Low
Health	Sig Low

9. (continued)

Medical Assistant I, II, III	Sig Low
Medical Lab Technician	Sig Low
Medical Technician	Sig Low
Medical Terminology	Sig Low
Nurses Aid Program	Sig Low
Nutrition	Sig Low
8. <u>Fine Arts</u>	Sig Low
Art	Sig High
Art	-
Art Appreciation	Sig Low
Art History	Sig Low
Drawing	Sig Low
Painting	Sig Low
Art in Elementary School	Sig Low
Drawing I, II, III	Sig Low
Music	Sig Low
Music	-
Music Appreciation	Sig Low
Drama	Sig Low
Humanities	Sig Low
9. <u>Trades</u>	Sig Low
Law Enforcement	Sig Low
Vocational Classes	Sig Low
Drafting	Sig Low
Electronics Technician	Sig Low
Mechanic	Sig Low
Carpentry	Sig Low
Engineering	Sig Low
Industrial Technician	Sig Low
Mechanical Drawing	Sig Low
Police Administration	Sig Low
Police Science	Sig Low
Technical Courses	Sig Low
10. <u>All</u>	Sig Low
11. <u>Miscellaneous</u>	Sig Low
Liberal Arts	Sig Low
Tutorial	Sig Low
Classes in Major	Sig Low
Mandatory Classes	Sig Low
Student Aid to Teacher	Sig Low
Separate Entities	Sig Low
Speed Reading	Sig Low
12. <u>Secretarial</u>	Sig Low
Secretarial Training Classes	-
Typing	-
Filing Management	Sig Low

20.

9. (continued)

13. None

Sig Low

14. P.E.

Sig Low

10. The Courses That the Students Took Which They Feel Were the Least Helpful in Helping Them Toward Their Goal

1. <u>Communications</u>	Sig Low
English	Sig Low
Speech	Sig Low
English Composition	Sig Low
Poetry	Sig Low
English 101, 102, 103	Sig Low
English Literature	Sig Low
Required English	Sig Low
Applied Imagination	Sig Low
English 50	Sig Low
English 152	Sig Low
English Clinic	Sig Low
English under 100	Sig Low
Fiction	Sig Low
Language Clinics	Sig Low
Lower Division English	Sig Low
Vocational English	Sig Low
2. <u>Social Sciences</u>	Sig Low
Sociology	Sig Low
Philosophy	Sig Low
Psychology	Sig Low
Courtship & Marriage	Sig Low
Social Science	Sig Low
American Woman	Sig Low
Child Psychology	Sig Low
Form Relation	Sig Low
Home & Family Sociology Courses	Sig Low
International Relations	Sig Low
Introduction to Philosophy	Sig Low
Personality Development	Sig Low
Philosophy 121	Sig Low
Psychology 201	Sig Low
3. <u>Fine Arts</u>	Sig Low
Art	-
Art	-
Art Appreciation	Sig Low
Art History	Sig Low
Drawing	Sig Low
Painting	Sig Low
Music	Sig Low
Music	-
Music Appreciation	-
Choral Music	Sig Low
Humanities	Sig Low
Drama	Sig Low
4. <u>History</u>	Sig Low
History	-
Western Civilization	Sig Low

22.

10. (continued)

American History	Sig Low
Political Science	Sig Low
American Government	Sig Low
Black History	Sig Low
Comparative Government	Sig Low
World History	Sig Low
5. <u>None</u>	Sig Low
6. <u>Science</u>	Sig Low
Biology	-
Sciences	Sig Low
Chemistry	Sig Low
Botany	Sig Low
Chemistry 101	Sig Low
Earth Science	Sig Low
Physical Science	Sig Low
Pop & Comm Biology	Sig Low
Required Science	Sig Low
7. <u>Business</u>	Sig Low
Marketing	Sig Low
Economics	Sig Low
Accounting	Sig Low
Business Law	Sig Low
Introduction to Business	Sig Low
Personnel Management	Sig Low
Advertising	Sig Low
Business	Sig Low
Business Organization	Sig Low
Management	Sig Low
Merchandise Seminars	Sig Low
Money & Banking	Sig Low
Office Management	Sig Low
8. <u>Miscellaneous</u>	Sig Low
Tutorial	Sig Low
050 Courses	Sig Low
General Education Courses	Sig Low
Corrections	Sig Low
Electives	Sig Low
Introduction Courses	Sig Low
9. <u>Math</u>	Sig Low
Logic	-
Math	-
Algebra	Sig Low
Computer	Sig Low
Math Clinic	Sig Low
Physics	Sig Low

10. (continued)

10.	<u>P.E.</u>	Sig Low
	P.E.	Sig High
	Bowling	Sig Low
	Swimming	Sig Low
	Volley Ball	Sig Low
11.	<u>Trades</u>	Sig Low
	Data Processing	-
	Law Enforcement	Sig Low
	Police Science	Sig Low
	Statics	Sig Low
12.	<u>Secretarial Classes</u>	Sig Low
	Adding Machines	-
	Office Procedures	-
	Secretarial Classes	-
	Typing	-
13.	<u>?</u>	Sig Low
14.	<u>Health</u>	Sig Low
	Health Sciences	-
	Nursing	-
	Nutrition	-
15.	<u>All</u>	Sig Low
16.	<u>Most</u>	Sig Low

11. The Aspects Which the Students Feel Were the Most Beneficial

1. <u>Physical</u>	Sig High
Size	Sig High
Location	Sig Low
Library	Sig Low
Audio-visual labs	Sig Low
Coffee House Meeting Place	Sig Low
Equipment Available	Sig Low
Good Facility	Sig Low
Lounge Area	Sig Low
Student Center	Sig Low
2. <u>Personal</u>	Sig High
Student/Faculty Relations	Sig Low
Helpful Teacher Attitude	Sig Low
Personal Attention	Sig Low
Friendliness	Sig Low
Atmosphere	Sig Low
Sincerity	Sig Low
3. <u>Personnel</u>	Sig Low
Instructors	Sig High
Counselors	Sig Low
Students	Sig Low
Total Staff	Sig Low
Nursing Staff	Sig Low
4. <u>Policies</u>	Sig Low
Tuition	Sig High
Advisory Program	Sig Low
Open Door Policy	Sig Low
Class Scheduling	Sig Low
Ease of Enrollment	Sig Low
Freedom Given Student	Sig Low
Instructor's Academic Freedom	Sig Low
Not Business Oriented	Sig Low
Quarter System	Sig Low
Requirement Flexibility	Sig Low
Teacher Aide Program	Sig Low
Transferable Credits	Sig Low
5. <u>Courses</u>	Sig Low
Programs offered	-
Math Clinic	Sig Low
Anthropology	Sig Low
Anthropology Trips	Sig Low
Art History	Sig Low
Biology	Sig Low
Business Courses	Sig Low
Discussion Groups	Sig Low
Evening Classes	Sig Low
General Study	Sig Low
Logic	Sig Low

26.

11. (continued)

6.	<u>Function</u>	Sig Low
	Good Education	-
	Transition to 4-year College	Sig Low
	Getting the Degree	Sig Low
	Learned How to Take Notes	Sig Low
7.	<u>Organizations</u>	Sig Low
	Art Department	Sig Low
	History Club	Sig Low
	Drama Club	Sig Low
	English Department	Sig Low
	History Club	Sig Low
	History Department	Sig Low
	Phi Theta Kappa	Sig Low
8.	<u>Method</u>	Sig Low
	Teaching Method	-
	Fair Grading	Sig Low
	Lack of Radicalism	Sig Low
	Practical Exercises in Vocation	Sig Low
	Slow Pace	Sig Low
	Team Teaching	Sig Low
9.	<u>Individuals</u>	Sig Low
10.	<u>All</u>	Sig Low
11.	<u>?</u>	Sig Low

12. Ways in Which Students Feel Arapahoe Community College Could Have Been More Helpful

- | | |
|---|----------|
| 1. <u>Policies</u> | Sig Low |
| More Variety of Classes | Sig Low |
| Be a 4-year College | Sig Low |
| Better Course Scheduling | Sig Low |
| Registration Process Poor | Sig Low |
| More Transferable Courses | Sig Low |
| More Night Classes | Sig Low |
| Bookstore a Racket | Sig Low |
| Improve Transferability of Courses | Sig Low |
| Employment Placement | Sig Low |
| More Flexibility in Course Selection | Sig Low |
| Financial Aid | Sig Low |
| Graduation Requirements Clearer | Sig Low |
| Less Liberal Admissions Policies | Sig Low |
| More Emphasis on Effort | Sig Low |
| More Morning Classes | Sig Low |
| More Student Participation in Governing | Sig Low |
| Sponsorship of Tutoring | Sig Low |
| 2. <u>Personnel</u> | Sig Low |
| More/Better Advisory Help | Sig High |
| Better Staff | Sig Low |
| Student Service Office a Hangup | Sig Low |
| Better Biology Teacher | Sig Low |
| Individual | Sig Low |
| More of a Mixed Population | Sig Low |
| Tutors | Sig Low |
| 3. <u>None</u> | Sig Low |
| 4. <u>Courses</u> | Sig Low |
| More Business Courses | Sig Low |
| Education Classes | Sig Low |
| More Science Courses | Sig Low |
| Offer Home Ec Courses | Sig Low |
| More Advanced Subjects | Sig Low |
| Vocational Training | Sig Low |
| Athletics | Sig Low |
| Better Accounting Course | Sig Low |
| Location | Sig Low |
| Field Studies Program | Sig Low |
| Keeping the Tutorial Program | Sig Low |
| More Accounting Courses | Sig Low |
| More Advanced Courses | Sig Low |
| More Agriculture Courses | Sig Low |
| More Applied Sciences Courses | Sig Low |
| More Biology Classes | Sig Low |
| More Clinical Work | Sig Low |
| More Content in Biology | Sig Low |
| More Course Integration | Sig Low |
| More Depth of Information Received | Sig Low |

12. (continued)

More Development of Police Science Program	Sig Low
More Independent Study	Sig Low
More Interesting Courses of Less Than 100	Sig Low
More Nursing Courses	Sig Low
More Philosophy Courses	Sig Low
More Psychology Courses	Sig Low
More Technical Courses	Sig Low
5. <u>Facilities</u>	Sig Low
Improved Facilities	-
Better Art Facilities	Sig Low
Better Equipment & Materials	Sig Low
Better Parking	Sig Low
Cafeteria	Sig Low
Campus Housing	Sig Low
Larger History Department	Sig Low
Larger Political Science Department	Sig Low
Location	Sig Low
Take Out "Jute Box"	Sig Low
6. <u>Method</u>	Sig Low
Course Work Too Easy	-
Better Math Training in Industrial Technology	Sig Low
Less Structure	Sig Low
Medical Assistant & RN Better Run	Sig Low
More Encouraging Art Classes	Sig Low
More Preparation for Life	Sig Low
More Study Aid Help	Sig Low
P.E. Improved	Sig Low
7. <u>Personal</u>	Sig Low
Administration Help Students	-
Communication	Sig Low
More Competitive Atmosphere	Sig Low
More Concern for Students by Instructors	Sig Low
8. <u>?</u>	Sig Low
8, <u>More Outside Activities</u>	Sig Low

14. Reasons Why Some Students Felt Inadequately Prepared for
Course of Study in a Four-Year School

1.	<u>Course</u>	-
	Biology	Sig Low
	Few Classes in Major	Sig Low
	Art Program Limited	Sig Low
	IT Program Poor	Sig Low
	Literature	Sig Low
	Math (IT)	Sig Low
	Needed More Science	Sig Low
	No Home Ec	Sig Low
	Not Enough Accounting	Sig Low
	Not Enough Emphasis on Writing	Sig Low
	Not Enough Theory at ACC	Sig Low
	Poor Art Department	Sig Low
	Tech Science Courses Lacked Detail & Application	Sig Low
2.	<u>Policy</u>	Sig Low
	Classes Easier at ACC	-
	Lack of Electives	Sig Low
	Not Enough Depth at ACC	Sig Low
	Right Courses Not Required	Sig Low
3.	<u>Personal</u>	Sig Low
	Changed Major	-
	Adjustment to Big School	Sig Low
	Another School's Fault	Sig Low
	Lack of Personal Application	Sig Low
	Pace at 4-year Too Fast	Sig Low
4.	<u>Personnel</u>	Sig Low
	Poor Counseling	-
	Poor Staff	-
5.	<u>?</u>	Sig Low
6.	<u>Equipment Inadequate</u>	Sig Low

15.G. Other Reasons Why Graduates Did Not Transfer to Four-Year School

1. <u>Other Influence</u>	-
Marriage	Sig Low
Job Too Demanding	Sig Low
No Money	Sig Low
Can't Get In Program	Sig Low
Job Change	Sig Low
Moved	Sig Low
None Nearby for Major	Sig Low
Pregnant	Sig Low
Waiting Draft	Sig Low
2. <u>Goals</u>	-
Inconvenient	Sig Low
Major Undecided	Sig Low
Attended Vocational School	Sig Low
See No Need	Sig Low
Still Attending ACC	Sig Low
Taking Only Hours Required for Mainiaining Teaching Certificate	Sig Low
Unsure of Job Demand	Sig Low
Want to Work Awhile	Sig Low
3. <u>Miscellaneous</u>	Sig Low
Will Attend in Future	-
Didn't Like Treatment at 4-year School	-

16.A. Why and Which Courses Did Not Transfer in Some Cases

1. <u>Specific</u>	-
Tutorial	Sig Low
Biology	Sig Low
Law Enforcement	Sig Low
Math 100	Sig Low
Some Business Courses	Sig Low
Basic Drawing Courses	Sig Low
Biology 103	Sig Low
Business Law 201, 202	Sig Low
Data Processing	Sig Low
Drama	Sig Low
Earth Science	Sig Low
English 104	Sig Low
European Literature	Sig Low
IT Courses	Sig Low
Marketing	Sig Low
Math	Sig Low
Math 130	Sig Low
Medical Technician Classes	Sig Low
Nursing Courses	Sig Low
P.E.	Sig Low
Some Literature Courses	Sig Low
Vocational Education English	Sig Low
2. <u>General</u>	-
D & F Grades	-
Below 100 Courses	Sig Low
Over 90 Hours	Sig Low
Over 93 Hours	Sig Low
Courses in Which ACC Required More Hours	Sig Low
Electives	Sig Low
Over 6 Quarters	Sig Low
Those Not Applying Toward Major	Sig Low
3. <u>Don't Know</u>	Sig Low
4. <u>Many</u>	Sig Low
5. <u>None</u>	Sig Low

19.E. Reasons for Withdrawing from a Four-Year College After
ACC

1.	<u>Other Influence</u>	-
	Military	-
	Job	Sig Low
	Marriage	Sig Low
	On-Job Training	Sig Low
2.	<u>Personal</u>	-
	Personal Problems	Sig Low
	Staff	Sig Low
	Unsure of Goals	Sig Low
	Child Care Problems	Sig Low
	Didn't Like Requirements	Sig Low
	Didn't Like the School	Sig Low
	Financial Problems	Sig Low
	Not Convinced of Need for Degree	Sig Low

20. The Present Occupation of the Graduates of Arapahoe Community College

1. <u>Student</u>	Sig Low
2. <u>Trade</u>	Sig Low
Police Officer	Sig Low
Carpenter	Sig Low
Waiter/Waitress	Sig Low
Construction	Sig Low
Janitor	Sig Low
Law Enforcement	Sig Low
Auto Mechanic	Sig Low
Factory Worker	Sig Low
Laborer	Sig Low
Machinist	Sig Low
Orderly	Sig Low
Surveying	Sig Low
Truck Driver	Sig Low
Airline Mechanic	Sig Low
Carpet Work	Sig Low
Cement Products Maker	Sig Low
Delivery Man	Sig Low
Door Assembler	Sig Low
Driller	Sig Low
Driver	Sig Low
Fireman	Sig Low
Glazer	Sig Low
Grocery Clerk	Sig Low
Horse Trainer	Sig Low
Industrial Trader	Sig Low
Installer	Sig Low
Lifeguard	Sig Low
Lumberyard Asst Manager	Sig Low
Machine Trainer	Sig Low
Meat Cutter	Sig Low
Metal Fabricator Foreman	Sig Low
Nurseryman	Sig Low
Photographer	Sig Low
Police Chief	Sig Low
Police Dispatcher	Sig Low
Postal Employee	Sig Low
Produce Journeyman	Sig Low
Proofer on CRT Screen at Mtn Bell	Sig Low
Proof Operator	Sig Low
Shockman	Sig Low
<u>Business</u>	Sig Low
Secretary	Sig Low
Salesman	Sig Low
Bookkeeper	Sig Low
Checker	Sig Low
Payroll Clerk	Sig Low

20. (continued)

Sales Clerk	Sig Low
Teller	Sig Low
Accounting Clerk	Sig Low
Accounts Payable & Inventory Controller	Sig Low
Advertising Representative	Sig Low
Airline Agent	Sig Low
Assistant Selling Manager	Sig Low
Attorney's Aid	Sig Low
Branch Manager	Sig Low
Clerk	Sig Low
Credit	Sig Low
Credit Office Worker	Sig Low
Delicatessen Clerk	Sig Low
Disposal Service Owner	Sig Low
Eligibility Technician	Sig Low
Finance	Sig Low
General Manager	Sig Low
Inventory Control & City Sales	Sig Low
Land Development	Sig Low
Manager Shoe Department Chainstore	Sig Low
Martin Planner	Sig Low
Model	Sig Low
PBX Operator	Sig Low
Rater-Coder for Insurance Company	Sig Low
Receptionist	Sig Low
Restaurant Manager	Sig Low
Retailing	Sig Low
Retail Store Manager	Sig Low
Telephone Clerk	Sig Low
Work-Study Accountant	Sig Low
4. <u>Professional</u>	Sig Low
Elementary Teacher	Sig Low
Substitute Teacher	Sig Low
Accountant	Sig Low
Engineer	Sig Low
Teacher	Sig Low
Architectural Designer	Sig Low
Assistant to President of Company	Sig Low
Assistant Veep of Bank	Sig Low
Athletic Coach	Sig Low
Camp Fire Girls Director	Sig Low
Chemist	Sig Low
Community College Teacher	Sig Low
Detention Counselor	Sig Low
Employment Officer Trainee	Sig Low
Engineering Associate	Sig Low
English Teacher	Sig Low
Geophysical Engineer	Sig Low
Instructor-Technician	Sig Low
Internal Federal Revenue Agent	Sig Low
Jr. High Teacher	Sig Low
Librarian Assistant	Sig Low
Library Employee	Sig Low

20. (continued)

Management Trainee	Sig Low
Mechanical Designer	Sig Low
Physical Science Technician	Sig Low
Physicist	Sig Low
Public Relations	Sig Low
Religion Teacher	Sig Low
Social Welfare Worker	Sig Low
Special Agent, U.S. Treasury	Sig Low
Sr. Systems Safety Specialist	Sig Low
Statistician	Sig Low
Tax Form Preparer	Sig Low
Teacher-Coordinator	Sig Low
Teacher Corps	Sig Low
Tutor	Sig Low
Vocational Education Teacher	Sig Low
Vocational Teacher Coordinator	Sig Low
Water Safety Instructor	Sig Low
5. <u>Health</u>	Sig Low
Nurse	-
Medical Lab Technician	Sig Low
Aide at Hospital	Sig Low
Cytotechnologist	Sig Low
Dental Assistant	Sig Low
Dietetic Intern	Sig Low
Doctor's Helper	Sig Low
Lab Tech - Microbiology	Sig Low
Medical Assistant	Sig Low
Psychiatric Nurse	Sig Low
6. <u>Housewife</u>	Sig Low
7. <u>Unemployed</u>	Sig Low
8. <u>Military</u>	Sig Low
9. <u>Miscellaneous</u>	Sig Low
Airline Work	-
Denver Park Worker	-
Public Service Company	-
Self-Employed	-
10. <u>Part-time Work</u>	Sig Low

COMMENTS

- | | |
|--|----------|
| 1. <u>Miscellaneous</u> | - |
| Praise | Sig High |
| Thanks for Interest | Sig Low |
| Average | Sig Low |
| Get More Money | Sig Low |
| Has Potential to be Great College | Sig Low |
| Still Attending | Sig Low |
| Want a Newsletter | Sig Low |
| 2. <u>Personnel</u> | Sig Low |
| Great Faculty | Sig Low |
| Helpful Instructors | Sig Low |
| Liked Particular Teachers | Sig Low |
| Criticism of Administration | Sig Low |
| Need Better Instructors | Sig Low |
| Counselors Good | Sig Low |
| Dislike of Certain Instructors | Sig Low |
| Nursing Staff Good | Sig Low |
| Admissions Office Helpful | Sig Low |
| Get a New Computer Science Teacher | Sig Low |
| More Rapport Between Faculty | Sig Low |
| More Rapport Between Faculty & Administration | Sig Low |
| Need More Friendly Feeling From Administration | Sig Low |
| Poor Student Services Affairs | Sig Low |
| Too Many Internal Conflicts | Sig Low |
| 3. <u>Facilities</u> | Sig Low |
| Stay Small | - |
| Better Facilities Needed | Sig Low |
| Better Traffic Circulation | Sig Low |
| Disappointed in Lag of Building | Sig Low |
| Good Library | Sig Low |
| Need More Parking Space | Sig Low |
| Should Have Dorms & Married Housing | Sig Low |
| 4. <u>Policy</u> | Sig Low |
| Gave Me a Second Chance | - |
| Should be a 4-year School | Sig Low |
| Credits Should be More Readily Transferred | Sig Low |
| Class Attendance Should be Enforced | Sig Low |
| Continue Innovation & Creative Education | Sig Low |
| Credits Transferred | Sig Low |
| Don't Cut Funds for D.E.C.A. | Sig Low |
| Like the Graduation Ceremony | Sig Low |
| Tighten Admissions | Sig Low |
| 5. <u>Quality</u> | Sig Low |
| Better Counseling Needed | Sig Low |
| Feel Well Prepared for Upper-Division Work | Sig Low |
| Vocational Training Good | Sig Low |
| Good for Advancement in Job | Sig Low |
| Need Better Career Counseling | Sig Low |
| Not Adequately Prepared for 4-year School | Sig Low |

COMMENTS (continued)

Not Thought Provoking	Sig Low
Poor Advising Program	Sig Low
6. <u>Method</u>	Sig Low
More Difficulty in Courses	Sig Low
Enjoyed Competing at Own Level & Speed	Sig Low
Liked Orientation	Sig Low
More Perspective in Courses	Sig Low
More Reading Needed	Sig Low
Need More Publicity for Older Students	Sig Low
Need More Research in Education	Sig Low
Not Enough Discipline in Library	Sig Low
Paperwork Problems in Attending at Air Force Aca	Sig Low
Poor Registration Procedure	Sig Low
Too Much "Bureaucratic" Psychology	Sig Low
Unclear on Course Requirements	Sig Low
7. <u>Courses</u>	Sig Low
More Variety in Courses	-
Need More P.E. Courses	Sig Low
Need More Psychology Courses	Sig Low
Not Enough Job-Related Courses	Sig Low
Poor Business Courses	Sig Low
Poor Co-Ordination With Law Enforcement Classes	Sig Low
Resent Being Put into Tutorial	Sig Low
Should Have Ecology & Forestry Courses	Sig Low
8. <u>Activities</u>	Sig Low
Should Have More Student Activities	-
More Sports	Sig Low
Enjoyed Extra-Curricular Activities	Sig Low
Enjoyed Student Activities	Sig Low
Need a Class Reunion	Sig Low
Student Government is a Farce	Sig Low
9. <u>Programs</u>	Sig Low
More Vocational Programs	Sig Low
History, Anthropology, & English Programs Good	Sig Low
Need On-the-Job Training	Sig Low
Occupational Trades Misleading	Sig Low
Police Science Program Too Ridged	Sig Low
Programs Should Relate to Job Opportunities	Sig Low
Support IT Courses	Sig Low
10. <u>Attitudes</u>	Sig Low
Friendly	-
Discrimination Against Older Woman	Sig Low
Enjoyed Lack of Pressure	Sig Low
Need More Individual Attention	Sig Low
11. <u>Questionnaire Criticism</u>	Sig Low

ACADEMIC GRADUATE QUESTIONNAIRE

Please check the spaces which apply to you.

1. Did you attend another college before attending ACC?

☐ A. Yes

(1) Why did you transfer to ACC?

☐ a. Closer to home

☐ b. Offered courses I couldn't get at other college

☐ c. Less expensive

☐ d. Was doing poorly in my course work at other college

☐ e. Other _____

☐ B. No

2. If you came to ACC after attending another college, did your grades:

☐ A. Improve

☐ B. Worsen

☐ C. Stay about the same

5. Did you have a goal when you enrolled at ACC?

☐ A. Yes

(1) In what area was the goal?

☐ a. Academic

☐ b. Occupational

(2) Did you meet the goal?

☐ a. Yes

☐ b. No

(3) Did the goal change while you were at ACC?

☐ a. Yes

☐ b. No

(4) Did the goal change after you left ACC?

☐ a. Yes

☐ b. No

☐ B. No

(1) Did you identify a goal while at ACC?

☐ a. Yes

☐ b. No

(over)

2.

4. What quarters did you attend ACC?

	Winter	Spring	Summer	Fall
1966-----				
1967-----				
1968-----				
1969-----				
1970-----				
1971-----				

5. Did you have a job during the quarters you attended ACC?

___ A. Yes

(1) Did it relate to the program in which you were enrolled?

___ a. Yes

___ b. No

(2) Was it:

___ a. Part-time

___ b. Full-time

(3) How long did you have the job?

___ a. The full time I was at ACC

___ b. Only part of the time I was at ACC

___ B. No

6. Did you take any developmental courses while at ACC? (numbered under 100 and/or not applicable toward an associate degree, e.g. Math 010 - Math Clinic)

___ A. Yes

(1) In what disciplines were they?

___ a. Math

___ b. English

___ B. No

7. Did you take any vocational courses at ACC, e.g. typing, marketing?

___ A. Yes

(1) Did you take it (them) by choice?

___ a. Yes

___ b. No

(2) Do you wish you had not taken it (them)?

___ a. Yes

___ b. No

___ B. No

(1) Do you wish you had taken one (some)?

___ a. Yes

Which one(s)? _____

___ b. No

5.

8. When you attended ACC, what was your impression of the physical facilities of the college?

	Very Good	Good	Acceptable	Poor	Very Poor
Acoustics (how well you could hear within the classroom)-----					
Classroom's freedom from outside noises-----					
Heat-----					
Library materials-----					
Lighting-----					
Parking-----					
Size of classrooms-----					
Ventilation-----					

9. What courses that you took at ACC do you feel were the most valuable in helping you toward your goal?

10. What courses do you feel were least helpful?

11. What do you feel were the most beneficial aspects of ACC?

12. In what ways could ACC have been more helpful to you?

13. Have you attended another college since leaving ACC?

☐ A. Yes

☐ B. No

- (1) Do you plan to continue your college work at some future date?

☐ a. Yes

☐ b. No

☐ c. Undecided

14. If you transferred, do you feel you were adequately prepared at ACC for your course of study in a four-year school?

☐ A. Yes

☐ B. No

- (1) Why not? _____

(over)

4.

15. If you have not transferred to a four-year school, why not?

- ☐ A. Lack of financial resources
- ☐ B. Lack of interest
- ☐ C. Happy in present position
- ☐ D. Not accepted in institution chosen
- ☐ E. Drafted or enlisted
- ☐ F. Never intended to transfer
- ☐ G. Other (please explain) _____

16. If you did transfer, did you lose credit for any courses you expected to transfer?

- ☐ A. Yes
(1) . Which courses did not transfer and why?

☐ B. No

17. If you transferred to another school after graduating from ACC, did your grades -

- ☐ A. Improve
- ☐ B. Worsen
- ☐ C. Stay about the same

18. If you attended a four-year college, are you presently

- ☐ A. Working on your bachelor's degree
- ☐ B. Possess a bachelor's degree
- ☐ C. Working on an advanced degree
- ☐ D. Possess an advanced degree
- ☐ E. Withdrawn temporarily
- ☐ F. Withdrawn permanently

19. If you attended and withdrew from a four-year college after graduating from ACC, what were your main reasons?

- ☐ A. Lack of financial resources
- ☐ B. Lack of interest
- ☐ C. Work too difficult
- ☐ D. Difficulty in adjusting to campus life
- ☐ E. Other (please explain) _____

20. What is your present occupation? _____

5.

21. How often do you do the following:

	Never	Occasionally	Often
A. Analyze an argument.....			
B. Engage in a hobby.....			
C. Groove on a sunset.....			
D. Participate in a sport.....			
E. Participate in informal debates.....			
F. Read the editorial pages.....			
G. Research an unclear statement.....			
H. Understand the behavior of others.....			
I. Understand your behavior.....			
J. Vote.....			
K. Watch educational channel on T.V.....			
L. Watch news programs (60 Minutes, etc.)...			
M. Write to the editor.....			

We would appreciate any comments you would like to make:

Name (optional) _____

October 2, 1972

TO: All Faculty

FROM: Rita Pickering
Institutional Research Officer

TOPIC: Evening Students Questionnaire

Attached is a summary of the results of a study conducted in the spring concerning evening students. A return of 339 of the questionnaires out of a possible 375 would make us 95% certain that the results are representative of the whole group if the sample were randomly drawn. However, our sample chose itself which very likely may produce a bias such as: the respondents are possibly more dissatisfied with ACC than the non-respondents. A copy of the original questionnaire is included.

The statistical portion of this report lists:

1. Each question item or reply.
2. The number indicating such a reply.
3. The z-score. The further the score is from "0", the more significant is the number replying to that item. If the z-score is preceded by a "+", then the number of replies is above what would have been expected by chance alone. If the z-score is preceded by a "-", then the number of replies is below what would have been expected by chance alone.
4. The confidence level. An item is considered significant if we can be at least 95% confident that such a response would not have occurred by chance alone.

The responses to open-ended questions are tested according to total replies in each category as opposed to the total replies in the entire item. Similarly, the sub-categories are tested according to the total replies in that sub-category as opposed to the total replies in the entire category.

Example: Page 7. Of all the replies recorded in the COMMENT section, the number of responses concerning "Courses Needed" is significantly high - we are 99% confident that 134 replies would not have been recorded if the number had been determined solely by chance. Of the total responses concerning courses needed (134), the number indicating the specific course of "English" is significantly high with 12 responses which we are 99% confident did not occur from chance alone.

Each category and sub-category within an open-ended question is arranged according to significance - with significantly high items listed first and significantly low items listed last.

EVENING STUDENTS QUESTIONNAIRE

1. Do you intend to register for:
- ☐ A. Day and evening classes
 - ☐ B. Evening classes only
- (1) Do you plan to complete the requirements for an associate degree?
- ☐ a. Yes
 - (1). Which degree?
 - ☐ (a. Associate in Arts
 - ☐ (b. Associate in Science
 - ☐ (c. Associate in Applied Science
 - ☐ (d. Associate in General Studies
 - (2). In what period of time would you like to complete the degree requirements?
 - ☐ (a. Three (3) years
 - ☐ (b. Four (4) years
 - ☐ (c. Other (specify) _____
 - ☐ b. No
 - (1). Why not?
 - ☐ (a. I am upgrading my present job
 - ☐ (b. I already have a degree
 - ☐ (c. I am taking courses for interest only
 - ☐ (d. Other (explain) _____
2. Would you be interested in attending Saturday morning classes?
- ☐ A. Yes
 - ☐ B. No
 - ☐ C. Don't know
3. Do you favor a separate registration for only evening students in evening classes before day students or day and evening students are permitted to register?
- ☐ A. Yes
 - ☐ B. No
 - ☐ C. Doesn't matter
4. Why are you taking courses in the evening?
- ☐ A. I have a full-time job during the day
 - ☐ B. I care for my children during the day
 - ☐ C. I can get the courses I want only in the evening
 - ☐ D. I prefer the type of student attending in the evening
 - ☐ E. Other (explain) _____
5. Sex
- ☐ A. Female
 - ☐ B. Male

(over)

SUMMARY

1. A significantly low number (99% confidence) of respondents were combination day and evening students. There was no significant number indicating either a "yes" or "no" when asked if they planned to pursue an associate degree. However, of those who were pursuing a degree, significant numbers (99% confidence) were intending to receive either an Associate in Arts degree or an Associate in Applied Science. A significant number of those planning to receive a degree expected to do so with 3 years of study. There was no significant reason given by those who were not pursuing a degree as to why they were not, although a significantly low number indicated that they already had a degree. The numerical data relating to this item is found on pages 2, 3, and 4.
2. A significantly high number of the respondents (99% confidence) indicated that they would not be interested in Saturday morning classes. The responses are located on page 2.
3. A significantly high number of the respondents (99% confidence) favor a separate registration for only evening students in evening classes before day students or day and evening students are permitted to register. The responses are on page 2.
4. A significantly high number of respondents (99% confidence) were taking evening courses because of having a full-time job during the day. The responses are on pages 2 and 5.
5. The majority of the respondents (99% confidence) were male. The responses are on page 2.
6. Highly significant numbers of the respondents were between 21 and 50 years old (99% confidence) with slightly more in the 21-30 age bracket. The responses are on page 2.
7. Most of the students responding attended evening classes in the Winter, 1972 (99% confidence) and the Fall, 1971 (98% confidence). The responses are on page 2.
8. A significant number of the respondents did not return to ACC after attending a quarter in the evening because they could not get the courses they wanted (99% confidence). The responses are on pages 2 and 6.

COMMENTS were requested of the respondents and a significant number complied. A summary of the replies in order of significance is shown beginning on page 7.

ITEMS 1 - 8

<u>QUESTION</u>	<u># REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
1. A.	65 - 3.218 99%
B.	265 + 1.206Not Significant
(1.a)	239 + 1.118Not Significant
(1) (a)	84 + 2.691 99%
(b)	44 - 3.049 99%
(c)	92 + 3.839 99%
(d)	39 - 3.767 99%
(2) (a)	94 + 1.865 95%
(b)	64 - 2.236 98%
(c)	84 + .498Not Significant
b.	67 - 1.131Not Significant
(1) (a)	22 - .243Not Significant
(b)	16 - 1.704 95%
(c)	27 + .974Not Significant
(d)	25 + .487Not Significant
2. A.	114 + .304Not Significant
B.	163 + 5.989 99%
C.	59 - 6.078 99%
3. A.	260 +17.500 99%
B.	12 -11.445 99%
C.	60 - 5.843 99%
4. A.	277 +26.629 99%
B.	22 - 6.739 99%
C.	15 - 7.655 99%
D.	22 - 6.739 99%
E.	29 - 5.823 99%
5. A.	121 - 5.183 99%
B.	215 + 5.074 99%
6. A.	37 - 6.007 99%
B.	161 + 9.592 99%
C.	126 + 5.189 99%
D.	13 - 9.026 99%
7. A.	220 + 2.110 98%
B.	225 + 2.547 99%
C.	147 - 4.271 99%
8. A.	62 + 5.308 99%
B.	30 - .983Not Significant
C.	10 - 4.915 99%
D.	36 + .196Not Significant

[illegible]

RESPONSE	n	REPLIES	Z-SCORE	CONFIDENCE LEVEL
SPECIFIC TIME	47	+ 4.464	99%
2 years	14	+ 4.279	99%
1 yr or less	12	+ 5.305	99%
1975	10	+ 2.021	95%
1 yr	2	- 2.598	95%
5 years	5	- .097	Not Significant
6 years	5	- .097	Not Significant
2½ yrs	3	- 1.079	Not Significant
5 years	3	- 1.079	Not Significant
3 years	2	- 1.575	Not Significant
1½ yrs	1	- 2.042	97%
4 years	1	- 2.042	97%
More than 4 yrs	1	- 2.042	97%
UNDETERMINED	52	+ .959	Not Significant
As time allows	11	+ 1.021	Not Significant
As soon as possible	9	+ .204	Not Significant
When possible	7	- .612	Not Significant
?	5	- 1.429	Not Significant
COMPLETED	4	- 5.577	99%

1.B.(1.b.(1).(d.

<u>RESPONSE</u>	<u># REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE I.E. EL.</u>
TRANSFERRING	8 + 3.333	99%
ANOTHER GOAL DESIRED	5 + 1.333	Not Significant
LACK OF TIME	2 - .667	Not Significant
UNDECIDED	2 - .667	Not Significant
GPA TOO LOW	2 - .667	Not Significant
RETIREMENT	2 - .667	Not Significant
SPECIAL STUDENT	1 - 1.333	Not Significant
VA BENEFITS EXPIRE	1 - 1.333	Not Significant
NOT ANY USE	1 - 1.333	Not Significant
NOT ENOUGH COURSES TO TRANSFER	1 - 1.333	Not Significant

<u>RESPONSE</u>	<u># REPLY</u>	<u>Z-SCORE</u>	<u>ID</u>	<u>LEVEL</u>
CONVENIENCE	22 + 2.775	95%
More convenient	6 + 1.657	Not Significant
Shift work	6 + 1.657	Not Significant
Only time course offered	2 + .218	Not Significant
Work nights	5 - .391	Not Significant
Babysitter problems ...	1 - .610	Not Significant
Work hours rotate	1 - .610	Not Significant
Part time job	1 - .610	Not Significant
PERSONAL ENJOYMENT	8 - 2.739	95%
More informal	2 + .159	Not Significant
Interest	2 + .159	Not Significant
Enjoy them	1 - .790	Not Significant
Teacher	1 - .790	Not Significant
Variety	1 - .790	Not Significant
Like 3 hr. class 1 night/week	1 - .790	Not Significant

S.D.

<u>RESPONSE</u>	<u># REPLY</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
OBJECTIVE DIFFICULTIES ..	22 + 1.167 Not Significant
Work Schedule changed ..	7 + 1.622 Not Significant
Couldn't get course needed	5 + .478 Not Significant
Couldn't afford it	5 + .478 Not Significant
Transferred	3 - .667 Not Significant
Too early in evening ..	1 - 1.811 Not Significant
No notice of when to refister	1 - 1.811 Not Significant
SUBJECTIVE DIFFICULTIES ..	14 - 1.506 Not Significant
Too difficult commuting.	2 - .047 Not Significant
Too busy	2 - .047 Not Significant
Needed a break	2 - .047 Not Significant
Only wanted one course .	2 - .047 Not Significant
Moved	2 - .047 Not Significant
Goals changed	1 - .898 Not Significant
Didn't like ACC's counseling.....	1 - .898 Not Significant
Forgot to register.....	1 - .898 Not Significant
Didn't like evening classes	1 - .898 Not Significant

COMPLETES

<u>RESPONSE</u>	<u># REPLETES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
COURSES NEEDED	174	+12.83	99%
English	12	+ 6.577	99%
Sociology	9	+ 4.509	99%
Psychology	8	+ 5.922	99%
Math	6	+ 2.201	98%
Degree oriented	5	+ 1.580	Not Significant
P.E.	5	+ 1.580	Not Significant
Academic	4	+ .898	Not Significant
Business	4	+ .898	Not Significant
Electronics	4	+ .898	Not Significant
Police Science	4	+ .898	Not Significant
Science	4	+ .898	Not Significant
Accounting	3	+ .215	Not Significant
Engineering	3	+ .215	Not Significant
Management	3	+ .215	Not Significant
Sculpture	3	+ .215	Not Significant
Anthropology	2	- .467	Not Significant
Biology	2	- .467	Not Significant
Chemistry	2	- .467	Not Significant
Geology	2	- .467	Not Significant
Marketing	2	- .467	Not Significant
Painting	2	- .467	Not Significant
Proceed at own speed ...	2	- .467	Not Significant
Physics	2	- .467	Not Significant
Sewing	2	- .467	Not Significant
Speech	2	- .467	Not Significant
Technical	2	- .467	Not Significant
Agronomy	1	- 1.149	Not Significant
Art	1	- 1.149	Not Significant
Basic design	1	- 1.149	Not Significant
Botany	1	- 1.149	Not Significant
Business Machines	1	- 1.149	Not Significant
Business Management	1	- 1.149	Not Significant
Cartooning	1	- 1.149	Not Significant
Civil Technology	1	- 1.149	Not Significant
Cooking	1	- 1.149	Not Significant
Courses to pass state			
EIT & professional			
Engineering tests	1	- 1.149	Not Significant
Craft classes	1	- 1.149	Not Significant
Creative writing	1	- 1.149	Not Significant
Dictating techniques ...	1	- 1.149	Not Significant
Dynamics	1	- 1.149	Not Significant
Ecology	1	- 1.149	Not Significant
Fashion Design	1	- 1.149	Not Significant
Geography	1	- 1.149	Not Significant
Highway technology	1	- 1.149	Not Significant
History	1	- 1.149	Not Significant
Home Economics	1	- 1.149	Not Significant
Humanities	1	- 1.149	Not Significant
Hydraulics	1	- 1.149	Not Significant
Industrial arts	1	- 1.149	Not Significant

<u>RESPONSE</u>	<u># REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
Juvenile Procedures	1 - 1.149	Not Significant
Language courses	1 - 1.149	Not Significant
Natural science	1 - 1.149	Not Significant
Refrigeration	1 - 1.149	Not Significant
Secretarial courses	1 - 1.149	Not Significant
Silver work	1 - 1.149	Not Significant
Special arrangement	1 - 1.149	Not Significant
Statics	1 - 1.149	Not Significant
Structure design.....	1 - 1.149	Not Significant
Typing	1 - 1.149	Not Significant
Water supply & sewerage design	1 - 1.149	Not Significant
Woodwork	1 - 1.149	Not Significant
SCHEDULING	125 +1.463	99%
Wider range selection of evening courses ...	36 +1.290	99%
Need more evening classes	34 +1.359	99%
Prefer 2 or 3 hr. courses to 5 one- hr. classes	9 + 1.722	95%
Saturday classes	9 + 1.722	95%
More sequence	5 - .140	Not Significant
Better scheduling	4 - .605	Not Significant
Large evening classes ..	4 - .605	Not Significant
Offer courses after 4 ..	3 - 1.070	Not Significant
Summer night courses ...	3 - 1.070	Not Significant
Eliminate 3 hr one evening session	2 - 1.536	Not Significant
Schedule so as to take 2 classes in one evening	2 - 1.536	Not Significant
2 sessions of summer school	1 - 2.001	97%
Don't overlap days of courses offered in same dept.	1 - 2.001	97%
Evening lab hrs.	1 - 2.001	97%
Fill Sat. classes with overflows from other classes first	1 - 2.001	97%
Friday evening classes .	1 - 2.001	97%
Fri evening lectures ...	1 - 2.001	97%
Hrs. 5-8	1 - 2.001	97%
Hrs. 6:30-9:30	1 - 2.001	97%
More 3:00-4:00 classes .	1 - 2.001	97%
Offer out of sequence ..	1 - 2.001	97%
Sat morn labs	1 - 2.001	97%
Spread out courses	1 - 2.001	97%
Sunday classes	1 - 2.001	97%
Too much overloading of classes	1 - 2.001	97%

<u>RESPONSE</u>	<u>REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
SCHOOL AFFILIATES	50 + 2.075	Not Significant
Really like A.C.	11 + 2.225	98%
Good Instructors	10 + 1.775	95%
Better teachers needed .	8 + .875	Not Significant
Considering changing schools	5 + .875	Not Significant
Bad attitude of teachers toward evening stud ..	5 - .475	Not Significant
Appreciate the consider- ation shown by this questionnaire	5 - 1.575	Not Significant
Should have more sympa- thy for full-time worker	3 - 1.575	Not Significant
Teachers unhappy to go at night	1 - 2.275	98%
Was made to feel im- portant	1 - 2.275	98%
MISCELLANEOUS REQUESTS ...	35 - 2.247	98%
Continue an extension in Ft. Collins	4 + 2.050	97%
Keep book store open ...	3 + 1.159	Not Significant
Later office hours	2 + .228	Not Significant
Student activity fee should <u>not</u> be required	2 + .228	Not Significant
Attendance record kept .	1 - .683	Not Significant
Be sure books are in be- fore class begins	1 - .683	Not Significant
Better chairs and desks.	1 - .683	Not Significant
Better information of student activities ...	1 - .683	Not Significant
Classes should be in one main area	1 - .683	Not Significant
Enforcement of cleanli- ness	1 - .683	Not Significant
English department stinks	1 - .683	Not Significant
Library open Sat. or Sunday	1 - .683	Not Significant
More campus life	1 - .683	Not Significant
More outside benches ...	1 - .683	Not Significant
More surveys to open up class selection for evening	1 - .683	Not Significant
Never missed getting a LEA course	1 - .683	Not Significant
Penalty for destruction of property in student center	1 - .683	Not Significant
Poor distribution of LEEP funds	1 - .683	Not Significant

<u>RESPONSE</u>	<u># REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
Poor policy of determining non- resident	1 - .685 Not Significant
Proof read schedules ..	1 - .685 Not Significant
Send class information to large companys ...	1 - .685 Not Significant
Should give instruction in operation of A-V equipment to techrs ..	1 - .685 Not Significant
Should have child-care provision	1 - .685 Not Significant
Student services office should be open	1 - .685 Not Significant
Students should have more say in hiring ..	1 - .685 Not Significant
Teachers should grade own papers	1 - .685 Not Significant
Too much penalty for transfers to ACC	1 - .685 Not Significant
Transportation problems	1 - .685 Not Significant
REGISTRATION	30 - 3.008 99%
Evening only evening registration first ..	8 + 3.051 99%
Separate registration .	7 + 2.596 95%
Better registration ...	3 - .144 Not Significant
Better registration publicity	2 - .779 Not Significant
Pick up registration in evening	2 - .779 Not Significant
Registration informa- tion sent by mail ...	2 - .779 Not Significant
Unfair to pull cards before registration as with COP	2 - .779 Not Significant
Day only registration for day classes first	1 - 1.414 Not Significant
Evening registration 2 weeks ahead of regu- lar registration	1 - 1.414 Not Significant
Registration based on # of credits earned ...	1 - 1.414 Not Significant
Registration on Satur- day	1 - 1.414 Not Significant
COUNSELING	13 - 5.598 99%
Poor counseling on course selection & transfer credit	7 + 3.226 99%
Evening counseling hrs.	2 - .496 Not Significant
Better counseling	1 - 1.240 Not Significant
More counseling	1 - 1.240 Not Significant

<u>RESPONSE</u>	<u># REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>
More mature counselors for "over 55's"	1 - 1.240 Not Significant
No help with courses ..	1 - 1.240 Not Significant
CLASS CONTENT	5 - 6.817 99%
Electronics courses should be more up-to- date	1 - .559 Not Significant
IE coordinated with Metro and CU	1 - .559 Not Significant
Make courses challeng- ing	1 - .559 Not Significant
Seminars on IE aspects: Narcotics, Traffic Control, IE Electron- ic Equipment, Manage- ment, etc.	1 - .559 Not Significant
Separate courses for experienced and unex- perienced officers ..	1 - .559 Not Significant
ADMINISTRATION	2 - 7.274 99%
Freedom on speech for instructors	1 - .707 Not Significant
No time limit for changing grade	1 - .707 Not Significant

NON-RETURNING STUDENTS QUESTIONNAIRE

In January a questionnaire was sent to 634 students to learn why they did not return winter quarter after attending Arapahoe Community College during the fall quarter. At the time of the preparation of this report, 266 individuals had responded. If this were a random sample of the non-returning students (which it is not), we could be 95% confident that we would have no more than 1.2% error in our conclusions. However, we must keep in mind that this sample was not random since the respondents volunteered or did not volunteer information, as they so desired.

Every department should look carefully at the results of this study. Since our main goal is to help satisfy the occupational and academic goals of our students, this study should help us discover how we have failed so many students in that respect, so that we can make the necessary changes. Hopefully, a similar study can be made yearly or more frequently (preferably with fewer non-returning students each time) to learn if we are beginning to meet more completely the needs of our students.

In the charts showing the results of the study, the z-score and confidence level of that z-score are shown. If a z-score is negative, then the number of respondents is less than what would be expected. The further the z-score is from 0, the more significant it is. The higher the confidence level, the better, since a 99.9% confidence level would mean that we are 99.9% certain that the number of respondents to that particular item did not occur from chance alone.

In many cases replies have been grouped into categories in order to get a better idea of significant areas. Many of you may disagree with the categories in which the items have been placed since, in many cases, an item could be placed in several different categories.

A summary of the results of the study follows.

SUMMARY

1. At the 99.9% level of significance, the respondents stated that they did not return to ACC because of financial reasons. A higher significant number did not return for miscellaneous reasons. In order of significance, (all were at least at the 99.9% confidence level), those individual reasons given were: transferred, attained goal, classes wanted closed, course wanted not offered, needed time for other things, went to work, and unhappy with ACC overall. When related items were grouped together, the most significant reasons in the miscellaneous category for not returning to ACC were: other priorities (99.9), scheduling (99.9), disappointment (99.7), and transferred (98.7). The statistics for the main categories of the question are on page 1, and those for the miscellaneous section of the question begin on page 5.
2. A highly significant (99.9) number of students were aware of the counseling service. Statistics for that question are on page 1.
3. The highest significant number of students (99.9) did not use the counseling services at all while the next highest in significance (99.4) used them only once. Those statistics are on page 1.
4. The highest significant number of students (99.9) felt the counseling services were sufficient for their needs while the next highest (99.4) felt they should have had more help with planning their program. The "other" category brought replies individually significant for that category of: "the services were not needed" (99.9) and "the counselors should make themselves known" (95.7). When those replies were grouped, the significant replies for that category were, again, that they felt the services were not needed (99.9), and that they felt better knowledge of the classes the students needed should be acquired by the counselors (99.6). The statistics for this question are on pages 1 and 4 $\frac{1}{2}$.
5. The most significant number of respondents were uncertain as to whether or not they would be returning to ACC (98.7). The statistics for this question are on page 1.
6. When the students were asked what they considered to be outstanding features of ACC, the individual replies in order of significance (all were at least at the 99.9% confidence level) were as follows: faculty, programs, don't know, nothing, services, and staff. When related replies were grouped together, the significant answers were as follows: faculty (99.9), programs (99.9), don't know (99.9), specific classes (99.8), nothing (99.4), and classes (98.2). The

statistics for this question are on pages 5 through 7.

7. Many replies were produced with the asking of the question "What do you consider to be a negative feature of ACC?" Taken individually in order of significance, they were: nothing (99.9), more room - classes close too quickly (99.9), limited courses offered for night classes (99.9), not enough activities (99.9), facilities (99.9), higher calibre instructors needed (99.9), no opinion (99.9), too much like high school (99.9), and better class scheduling needed (99.8). When related topics were grouped together, the replies in order of significance were: scheduling (99.9), facilities (99.9), nothing (99.9), activities (99.9), and students (99.9). The statistics for this question are on pages 9 through 13.
8. A highly significant number of those students not returning to ACC in the winter quarter (99.9) are working full-time in a field not related to their course of study at ACC. Of those listing "other", the individual significant replies were: working full-time (99.9), being a housewife (99.9), and working part-time (99.2). After replies were grouped, the most significant number were working (99.9). Statistics for this question are on pages 1 and 15.
9. Individual occupational goals of these students were: uncertain (99.9), education (99.9), art (99.9), business (99.9), none (99.2), complete school (96.5), and nursing (96.5). Grouped together, the occupational goals were: uncertain (99.9), business (99.9), liberal arts (99.9), education (99.9), health occupations (99.7), and vocational education (97.1). Statistics for this question are on pages 17 through 20.

Since the main problem stated by the students was scheduling problems, the occupational goals of those students expressing this problem were listed so that we can perhaps see which areas should concentrate more on providing more and better scheduled classes for their students. The significant replies made by these students to the question of occupational goals, individually, were, that they left that question blank (99.9) or they were undecided (99.9). When related occupations were grouped together, the area that appeared to have the most scheduling problems according to the students' replies was that of liberal arts. The statistics for this section of the study are on page 21.

NON-RETURNING STUDENTS QUESTIONNAIRE

1. Why did you not return to Arapahoe Community College for the winter quarter?
 - ☐ a. Class and work hours conflicted
 - ☐ b. Financial reasons - I had to work
 - ☐ c. Moved
 - ☐ d. Illness
 - ☐ e. Other (Please explain) _____
2. Were you aware of a counseling service at Arapahoe Community College?
 - ☐ a. Yes
 - ☐ b. No
3. To what extent did you use the counseling services?
 - ☐ a. Not at all
 - ☐ b. Once
 - ☐ c. Several times
 - ☐ d. Frequently
4. How could the counseling services have been of more help to you?
 - ☐ a. More help with planning my program.
 - ☐ b. More help with making my career decisions
 - ☐ c. More help with solving my personal problems
 - ☐ d. The services were sufficient for my needs.
 - ☐ e. Other (Please explain) _____
5. Do you plan to return to Arapahoe Community College in the future?
 - ☐ a. Yes
 - ☐ b. No
 - ☐ c. Uncertain
6. In your opinion, what do you consider to be an outstanding feature (programs, services, faculty, staff, etc.) of ACC?

7. In your opinion, what do you consider to be a negative feature of ACC?

8. What are you doing at the present time?
 - ☐ a. Attending another two-year college
 - ☐ b. Attending a four-year college
 - ☐ c. Working full-time in a field related to my course of study at ACC
 - ☐ d. Working full-time in a field not related to my course of study at ACC
 - ☐ e. Other (Please explain) _____
9. What are your occupational goals? _____

Name (optional) _____

ITEMS 1 - 5 AND 8

<u>QUESTION</u>	<u># REPLIES</u>	<u>Z-SCORE</u>	<u>CONFIDENCE LEVEL</u>	<u>% ERROR</u>
1. a.	60966.....	Not Significant	<u>1.2</u>
b.	74 3.113.....	99.9	
c.	14 - 6.089.....	99.9	
d.	8 - 7.009.....	99.9	
e.	171 17.991.....	99.9	
2. a.	243 13.958.....	99.9	<u>1.2</u>
b.	17 -14.082.....	99.9	
3. a.	92 3.796.....	99.9	<u>1.2</u>
b.	83 2.507.....	99.4	
c.	73 1.074.....	Not Significant	
d.	12 - 7.665.....	99.9	
4. a.	63 2.528.....	99.4	<u>1.3</u>
b.	25 - 3.670.....	99.9	
c.	10 - 6.117.....	99.9	
d.	110 10.196.....	99.9	
e.	52734.....	Not Significant	
5. a.	76 - 1.440.....	Not Significant	<u>1.2</u>
b.	84 - .389.....	Not Significant	
c.	104 2.239.....	98.7	
8. a.	13 - 6.146.....	99.9	<u>1.2</u>
b.	34 - 2.895.....	99.8	
c.	56511.....	Not Significant	
d.	127 11.500.....	99.9	
e.	50 - .418.....	Not Significant	

1. e.

<u>Response</u>	#	<u>INDIVIDUAL DATA</u>		<u>GROUPED DATA</u>	
		<u>z-score</u>	<u>conf lvl</u>	<u>z-score</u>	<u>conf lvl</u>
ATTAINED GOAL.....	18.....	5.55	99.9	1.66	Not Sig
BABYSITTER PROBLEMS.....	2.....	1.63	Not Sig	3.13	99.9
DIFFICULTY WITH SERVICES.....	11.....			.44	Not Sig
Counseling.....	4.....	.73	Not Sig		
Facilities Lacking.....	1.....	2.08	98.1		
Financial Aid.....	1.....	2.08	98.1		
Student Services.....	5.....	.28	Not Sig		
DISAPPOINTMENT.....	22.....			2.85	99.7
Didn't Feel Involved.....	1.....	2.08	98.1		
Difficulty Adjusting.....	3.....	1.18	Not Sig		
Unhappy With ACC Overall.....	10.....	1.96	97.5		
Unhappy With Program Offered.....	1.....	2.08	98.1		
Unhappy With Students.....	1.....	2.08	98.1		
Unhappy With Teachers.....	6.....	.16	Not Sig		
DISTANCE.....	9.....			1.04	Not Sig
No Transportation.....	5.....	.28	Not Sig		
Too Far From Home.....	4.....	.73	Not Sig		
DRAFT OR ENLISTMENT.....	7.....	.61	Not Sig	1.64	Not Sig
FAILED COURSE.....	1.....	2.08	98.1	3.43	99.9
LACK OF INTEREST.....	7.....	.61	Not Sig	.41	Not Sig
OTHER.....	3.....	1.18	Not Sig	2.84	99.7
OTHER PRIORITIES.....	44.....			11.49	99.9
Moving.....	7.....	.61	Not Sig		
Need Time For Other Things.....	13.....	3.30	99.9		
Own Work Load Too Heavy.....	7.....	.61	Not Sig		
Vacation From School.....	4.....	.73	Not Sig		
Went To Work.....	13.....	3.30	99.9		

(over)

1. e. (Cont.)

<u>Response</u>	#	<u>INDIVIDUAL DATA</u>		<u>GROUPED DATA</u>	
		<u>z-score</u>	<u>conf lvl</u>	<u>z-score</u>	<u>conf lvl</u>
SCHEDULING.....	32.....	7.89	99.9 .
Classes Wanted Closed.....	13.....	3.30	99.9
Couldn't Get Classes At Right Time Of Day.....	4.....	.73	Not Sig
Couldn't Make It To Register.....	2.....	1.63	Not Sig
Course Wanted Not Offered.....	13.....	3.30	99.9
SPECIAL STUDENT.....	1.....	2.08	98.1	3.43	99.9 .
TOO MANY TRANSFER HOURS DIDN'T APPLY TO DEGREE.....	1.....	2.08	98.1	3.43	99.9 .
TRANSFERRED.....	20.....	6.44	99.9	2.25	98.7 .
UNCERTAIN OF GOALS.....	1.....	2.08	98.1	3.43	99.9 .

4. e.

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
AID IN GETTING CLASSES.....	4.....
More Help During Registration.....	1.....	1.12	Not Sig	.34	Not Sig
Schedule Aid And Information.....	2.....	.41	Not Sig
To Get Classes Needed When Unable To Be Present....	1.....	1.12	Not Sig
BETTER KNOWLEDGE OF CLASSES NEEDED.....	10.....	2.74	99.6
Advisors And Counselors Getting Together.....	3.....	.30	Not Sig
More Familiar With Requirements For 4-year Institutions.....	4.....	1.01	Not Sig
Needed More Useful Classes.....	3.....	.30	Not Sig
MORE CONVENIENT.....	1.....	1.12	Not Sig	1.82	96.5
MORE COUNSELORS WITH MORE PERSONAL INTEREST.....	4.....	1.01	Not Sig	.34	Not Sig
MORE PUBLICITY.....	7.....	1.20	Not Sig
Did Not Seek Help Soon Enough.....	1.....	1.12	Not Sig
I let Me Know Counselor Before Starting School.....	1.....	1.12	Not Sig
Make Themselves Known.....	5.....	1.72	95.7
NEEDED A LIST OF ART INSTITUTIONS.....	1.....	1.12	Not Sig	1.82	96.5
NEVER GOT ANY HELP.....	4.....	1.01	Not Sig	.34	Not Sig
NOT NEEDED.....	13.....	7.39	99.9	4.28	99.9
OFFER NIGHT COUNSELING.....	1.....	1.12	Not Sig	1.82	96.5
OTHER.....	3.....	.30	Not Sig	.85	Not Sig
UNABLE TO HELP.....	5.....17	Not Sig
Financial Help.....	1.....	1.12	Not Sig
Help In High School.....	1.....	1.12	Not Sig
I Doubt If They Can Change Teachers.....	1.....	1.12	Not Sig
Needed Help After Withdrawing.....	1.....	1.12	Not Sig
Special Student.....	1.....	1.12	Not Sig
VERY SATISFACTORY.....	2.....	.41	Not Sig	1.36	Not Sig

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
ATHLETICS.....	3
Athletic Programs.....	1	95.2	1.54	Not Sig
Soccer Team.....	2	Not Sig
ATTENTION.....	3
Friendly, Helpful Atmosphere.....	1	95.2	1.54	Not Sig
Personal Attention Received.....	2	Not Sig
AVAILABILITY TO LOCAL RESIDENTS.....	1	95.2	99.0
CLASSES.....	12	2.10	98.2
Class Informality.....	2	Not Sig
Classes Offered.....	3	Not Sig
Small Classes.....	6	Not Sig
Variety Of Night Classes.....	1	95.2
COST.....	4	Not Sig	Not Sig
COUNSELING.....	2	Not Sig	97.0
DON'T KNOW.....	21	99.9	99.9
EVERYTHING.....	6	Not Sig	Not Sig
FACULTY.....	84	99.9	99.9
FOOD.....	1	95.2	99.0
GROWING SCHOOL.....	1	95.2	99.0
INSTRUCTIONAL MATERIALS CENTER.....	1	95.2	99.0
LOCATION.....	4	Not Sig	Not Sig
MORE OCCUPATIONAL PROGRAMS.....	1	95.2	99.0
MEDICAL LABORATORY TECHNICIAN ASSISTANT PROGRAM.....	1	95.2	99.0

(over)

6. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
NOTHING.....	13....	4.68	99.9	2.51	99.4
PERSONALITIES.....	10....			1.30	Not Sig
Mr. Boespflug.....	1....	1.67	95.2		
Mr. Cook.....	1....	1.67	95.2		
Mr. Madrid.....	1....	1.67	95.2		
Mr. Montrella.....	2....	1.14	Not Sig		
Mr. Morgan.....	2....	1.14	Not Sig		
Mr. Trammell.....	1....	1.67	95.2		
Mr. Williams.....	1....	1.67	95.2		
Ms. Zacharias.....	1....	1.67	95.2		
PROGRAMS.....	28....	12.62	99.9	8.58	99.9
PSYCHOLOGY DEPARTMENT.....	1....	1.67	95.2	2.35	99.0
QUALITY REQUIRED IN CLASSES.....	1....	1.67	95.2	2.35	99.0
SATISFIED.....	1....	1.67	95.2	2.35	99.0
SERVICES.....	10....	3.10	99.9	1.30	Not Sig
SMALL SIZE.....	7....	1.51	Not Sig	.08	Not Sig
SPECIAL ACTIVITIES.....	1....	1.67	95.2	2.35	99.0
SPECIFIC CLASSES.....	14....			2.91	99.8
Art Classes.....	1....	1.67	95.2		
Business Courses.....	1....	1.67	95.2		
Camping And Skiing Classes.....	1....	1.67	95.2		
English.....	1....	1.67	95.2		
Fashion.....	1....	1.67	95.2		
Math Clinic.....	2....	1.14	Not Sig		
Night Classes.....	2....	1.14	Not Sig		
Reading Lab.....	1....	1.67	95.2		

6. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
SPECIFIC CLASSES (CONT.)					
Self-study Programs.....	2.....	1.14	Not Sig
Sociology.....	1.....	1.67	95.2
Tutor.....	1.....	1.67	95.2
STAFF.....	10.....	3.10	99.9	1.50	Not Sig
STAFF OF REAL ESTATE.....	1.....	1.67	95.2	2.35	99.0
STUDENT CENTER.....	1.....	1.67	95.2	2.35	99.0
STUDENT-ORIENTED.....	1.....	1.67	95.2	2.35	99.0
STUDENT-STAFF RELATIONSHIP.....	4.....	.08	Not Sig	1.13	Not Sig
STUDENTS.....	3.....	.61	Not Sig	1.54	Not Sig
SUMMER QUARTER.....	1.....	1.67	95.2	2.35	99.0
UNRELATED.....	3.....	1.54	Not Sig
Need Larger ACC.....	1.....	1.67	95.2
No Help At Registration Time.....	1.....	1.67	95.2
Night Classes Too Short.....	1.....	1.67	95.2

7.

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
ACTIVITIES.....	12.....	3.51	99.9
Insufficient Spending Of Fees.....	1.....	1.13	Not Sig
Not Enough.....	10.....	5.03	99.9
Not Enough Publicity.....	1.....	1.13	Not Sig
ALLOWING GAMBLING ON CAMPUS.....	1.....	1.13	Not Sig	1.85	96.7
ATMOSPHERE.....	1.....39	Not Sig
Atmosphere.....	1.....	1.13	Not Sig
Too Much Of Party Atmosphere.....	7.....	.24	Not Sig
BETWEEN CLASSES.....	2.....	1.36	Not Sig
Lapse Of Time Between Classes.....	1.....	1.13	Not Sig
Too Many Students In Corridors At All Times.....	1.....	1.13	Not Sig
COUNSELORS.....	2.....	.44	Not Sig	1.36	Not Sig
COURSE WORK.....	3.....88	Not Sig
Too Easy.....	2.....	.44	Not Sig
Varies In Difficulty.....	1.....	1.13	Not Sig
DON'T KNOW.....	5.....	1.61	Not Sig	.10	Not Sig
ENTIRE ADMINISTRATION.....	2.....	.44	Not Sig	1.36	Not Sig
EVERYTHING LIMITED.....	1.....	1.13	Not Sig	1.85	96.7
FACILITIES.....	31.....	12.78	99.9
Book Store.....	1.....	1.13	Not Sig
Buildings.....	2.....	.44	Not Sig
Facilities.....	8.....	3.66	99.9
Lack Of Areas Of Study.....	4.....	.92	Not Sig
Lack Of Library Space.....	1.....	1.13	Not Sig
Lack Of Parking Spaces.....	2.....	.44	Not Sig
Need New Campus.....	2.....	.44	Not Sig
No Place To Wait Between Classes.....	1.....	1.13	Not Sig
P.E. Facilities.....	1.....	1.13	Not Sig

(over)

7. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
FACILITIES (CONT.)					
Physical Surroundings - Overcrowding.....	2.....	.44	Not Sig
Smoke And Trash In Cafeteria.....	1.....	1.13	Not Sig
Student Union Not Extensive Enough.....	1.....	1.13	Not Sig
Too Many Buildings	3.....	.24	Not Sig
Unpaved Parking Lots.....	2.....	.44	Not Sig
FINANCIAL AIDES.....					
.....	1.....	1.13	Not Sig	1.85	96.7
GRADING SYSTEM.....					
.....	1.....	1.13	Not Sig	1.85	96.7
HIGHER CALIBRE INSTRUCTORS.....					
.....	8.....	3.66	99.9	1.56	Not Sig
INDIVIDUALS.....					
Person A.....	3.....88	Not Sig
Person B.....	1.....	1.13	Not Sig
Person C.....	1.....	1.13	Not Sig
.....	1.....	1.13	Not Sig
LACK OF CONCERN BY TEACHERS.....					
.....	4.....	.92	Not Sig	.39	Not Sig
LACK OF FUNDS.....					
.....	1.....	1.13	Not Sig	1.85	96.7
LACK OF INDEPENDENCE FOR STUDENTS.....					
.....	1.....	1.13	Not Sig	1.85	96.7
LACK OF TRANSPORTATION.....					
.....	1.....	1.13	Not Sig	1.85	96.7
LIBRARY.....					
.....	1.....	1.13	Not Sig	1.85	96.7
LIMITED REGISTRATION TIME.....					
Limited Time.....	2.....	1.36	Not Sig
Planning Of Registration.....	1.....	1.13	Not Sig
.....	1.....	1.13	Not Sig
LOCATION.....					
Location.....	4.....39	Not Sig
Too Far From Home.....	3.....	.24	Not Sig
.....	1.....	1.13	Not Sig

7. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
NIGHT CLASSFS SHOULD LAST TWO QUARTERS.....	1.....	1.13	Not Sig	1.85	96.7
NO ATHLETICS.....	1.....	1.13	Not Sig	1.85	96.7
NO MANDATORY ATTENDANCE.....	1.....	1.13	Not Sig	1.85	96.7
NO OPINION.....	8.....	3.66	99.9	1.56	Not Sig
NOT ENOUGH HELP IN OBTAINING RIGHT CLASS.....	2.....	.44	Not Sig	1.36	Not Sig
NOTHING.....	23.....	13.94	99.9	5.87	99.9
OFFICE HOURS SHOULD BE ADJUSTED FOR NIGHT STUDENTS.....	1.....	1.13	Not Sig	1.85	96.7
ONLY A JUNIOR COLLEGE.....	2.....	.44	Not Sig	1.36	Not Sig
OPERATION.....	5.....			.10	Not Sig
Disorganization Of Staff.....	2.....	.44	Not Sig		
Lack Of Unity.....	1.....	1.13	Not Sig		
Way College Is Operated.....	2.....	.44	Not Sig		
"ORIENTATION".....	1.....	1.13	Not Sig	1.36	Not Sig
OTHER.....	3.....	.24	Not Sig	.88	Not Sig
OUTDATED.....	1.....	1.13	Not Sig	1.85	96.7
PEOPLE TOO STUCK UP.....	1.....	1.13	Not Sig	1.85	96.7
PROGRAMS.....	2.....	.44	Not Sig	1.36	Not Sig
RECOGNITION OF CLUBS.....	1.....	1.13	Not Sig	1.85	96.7

(over)

7. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
SCHEDULING.....	52.....	23.27	99.9
Better Class Scheduling.....	7.....	2.98	99.8
Classrooms Too Crowded.....	4.....	.92	Not Sig
Lack Of Course Offerings.....	1.....	1.13	Not Sig
Lack Of Two-year Programs.....	1.....	1.13	Not Sig
Limited Courses Offered For Night Classes.....	10.....	5.03	99.9
More Room - Classes Close Too Quickly.....	18.....	10.51	99.9
Need More Progressing Classes.....	1.....	1.13	Not Sig
Need More Transferable Classes In Philosophy, English, and Psychology.....	1.....	1.13	Not Sig
Not Enough Independent Studies.....	1.....	1.13	Not Sig
Not Enough Teachers To Cover All Subjects Each Quarter.....	1.....	1.13	Not Sig
Poor Selection Of Classes.....	4.....	.92	Not Sig
Times Of Evening Classes.....	2.....	.44	Not Sig
Underdeveloped Liberal Arts Program.....	1.....	1.13	Not Sig
SERVICES.....	1.....	1.13	Not Sig	1.85	96.7
SPECIFIC COURSES.....	3.....88	Not Sig
English Program.....	1.....	1.13	Not Sig
Math Courses Poor.....	1.....	1.13	Not Sig
Too Much In Accounting Course.....	1.....	1.13	Not Sig
STAFF.....	1.....	1.13	Not Sig	1.85	96.7
STUDENTS.....	12.....	3.51	99.9
Don't Get Involved.....	4.....	.92	Not Sig
Lack Of Communication By Student Government To Student.....	1.....	1.13	Not Sig
Lack Of Interest In Faculty.....	1.....	1.13	Not Sig
Lack Of Spirit.....	2.....	.44	Not Sig
Other Students.....	2.....	.44	Not Sig
Too Much Of A Melting Pot.....	1.....	1.13	Not Sig
Too Transitory.....	1.....	1.13	Not Sig
STUDENT SERVICES.....	1.....	1.13	Not Sig	1.85	96.7

7. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
TEACHERS RUSH TOO MUCH.....	1.....	1.17	Not Sig	1.85	96.7
TOO MUCH LIKE HIGH SCHOOL.....	5.....	3.66	99.9	1.56	Not Sig
TOO SMALL.....	4.....	.92	Not Sig	.39	Not Sig
TRANSFERS.....	3.....			.88	Not Sig
Credits Not Readily Accepted.....	1.....	1.17	Not Sig		
Lack Of Coordination For Transfer Students.....	1.....	1.13	Not Sig		
Information On Transferable Courses.....	1.....	1.13	Not Sig		
TUITION.....	2.....			1.36	Not Sig
Lack Of Refunding Of Tuition.....	1.....	1.13	Not Sig		
Unfair Out-Of-State Tuition Policy.....	1.....	1.13	Not Sig		

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Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
IN ANOTHER PROGRAM.....	4.....
Attending High School.....	1.....	- 1.35	Not Sig	- 1.84	96.7
Attending Police Academy.....	1.....	- 1.35	Not Sig
Enrolling By Correspondance.....	1.....	- 1.35	Not Sig
Graduate Seminary.....	1.....	- 1.35	Not Sig
IN BETWEEN.....	9.....06	Not Sig
Applied To LPN Course At Hospital.....	1.....	- 1.35	Not Sig
Awaiting Residency Elsewhere.....	1.....	- 1.35	Not Sig
Looking For Job.....	3.....	.08	Not Sig
Planning To Enroll In 4-year School.....	3.....	.08	Not Sig
Recovering From Surgery.....	1.....	- 1.35	Not Sig
IN SERVICE.....	5.....	1.18	Not Sig	- 1.46	Not Sig
MOVING.....	4.....	.55	Not Sig	- 1.84	96.7
NOT EMPLOYED.....	13.....	1.59	Not Sig
Housewife.....	9.....	3.08	99.9
Nothing.....	2.....	.72	Not Sig
Traveling.....	1.....	- 1.35	Not Sig
Vacation.....	2.....	.72	Not Sig
WORKING.....	20.....	4.25	99.9
Helping Husband.....	1.....	- 1.35	Not Sig
Ministry.....	1.....	- 1.35	Not Sig
Part-time.....	7.....	2.45	99.2
Working Full-time.....	11.....	4.98	99.9

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
ALREADY ATTAINED.....	1.....	1.31	Not Sig	99.9
ARTS.....	13.....
Art.....	10.....	4.32	99.9	.38	Not Sig
Music.....	3.....	.06	Not Sig
BUSINESS.....	31.....	5.89	99.9
Bakery Science And Management.....	1.....	1.31	Not Sig
Banking And Finance.....	1.....	1.31	Not Sig
Business.....	10.....	4.32	99.9
Business Management.....	2.....	.68	Not Sig
General Distributor.....	1.....	1.31	Not Sig
Own A Business.....	1.....	1.31	Not Sig
Own A Restaurant.....	1.....	1.31	Not Sig
Own A Store.....	2.....	.68	Not Sig
Personnel Management Education.....	1.....	1.31	Not Sig
Real Estate Broker.....	2.....	.68	Not Sig
Real Estate Sales.....	1.....	1.31	Not Sig
Retail.....	1.....	1.31	Not Sig
Sales.....	2.....	.68	Not Sig
Secretary.....	2.....	.68	Not Sig
Self-employed.....	2.....	.68	Not Sig
Theatre Management.....	1.....	1.31	Not Sig
COMPLETE SCHOOL.....	6.....	1.82	96.5	96.0
CONTINUE PRESENT JOB.....	3.....	.06	Not Sig	99.9
EDUCATION.....	23.....	3.44	99.9
Education.....	14.....	6.82	99.9
Math Teacher.....	2.....	.68	Not Sig
Music Teacher.....	1.....	1.31	Not Sig
P.E. Teacher.....	2.....	.68	Not Sig
Psychology Teacher.....	1.....	1.31	Not Sig
Teacher Of Mentally Retarded.....	3.....	.06	Not Sig

(over)

9. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
ELECTRONICS.....	5	98.0
Electrician.....	1	Not Sig
Electronics.....	2	Not Sig
Electronic Technician.....	1	Not Sig
Industrial Electronics.....	1	Not Sig
ENTERTAINER.....	1	Not Sig	99.9
HAPPINESS.....	1	Not Sig	99.9
HEALTH.....	21	2.85	99.7
Become Certified Lab Technician.....	1	Not Sig
Dental Assistant.....	3	Not Sig
Dentist.....	1	Not Sig
Medical Assistant.....	3	Not Sig
Medical Technician.....	1	Not Sig
Nursing.....	6	96.5
Pharmacist.....	2	Not Sig
Physical Therapist.....	2	Not Sig
Record Technician.....	1	Not Sig
Recreation Therapy.....	1	Not Sig
HOUSEWIFE AND MOTHER.....	1	Not Sig	99.9
IMPROVE PRESENT POSITION.....	1	Not Sig	99.9
LAW.....	6	96.0
Law.....	3	Not Sig
Lawyer.....	3	Not Sig
LIBERAL ARTS.....	31	5.89	99.9
Accounting.....	3	Not Sig
Anthropology.....	1	Not Sig
Architecture.....	1	Not Sig
Biology Degree.....	1	Not Sig
Conservation Occupation.....	2	Not Sig
Counseling.....	1	Not Sig

9. (Cont.)

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
LIBERAL ARTS (CONT.)					
Counselor Of Deaf.....	1.....	1.31	Not Sig
Data Processing.....	1.....	1.31	Not Sig
Engineer.....	7.....	.06	Not Sig
Engineering Design.....	1.....	1.31	Not Sig
Forestry.....	1.....	1.31	Not Sig
History.....	1.....	1.31	Not Sig
Journalism.....	2.....	.64	Not Sig
Mechanical Engineer.....	2.....	.64	Not Sig
P. I. Program.....	1.....	1.31	Not Sig
Psychology.....	7.....	.06	Not Sig
Research.....	1.....	1.31	Not Sig
Science.....	1.....	1.31	Not Sig
Social Work.....	2.....	.68	Not Sig
Systems Analyst.....	1.....	1.31	Not Sig
Veterinarian.....	1.....	1.31	Not Sig
MILLIONAIRE.....	5.....	1.19	Not Sig- 2.06 98.0
NONE.....	7.....	2.44	99.2- 1.45Not Sig
RELIGION.....	4.....- 2.37 99.1
Christian Counseling.....	1.....	1.31	Not Sig
Minister.....	1.....	1.31	Not Sig
Missionary.....	2.....	.68	Not Sig
SERVICE.....	1.....	1.31	Not Sig- 3.24 99.9
UNCERTAIN.....	56.....	35.07	99.9 13.54 99.9
USELESS AT 60.....	1.....	1.31	Not Sig- 3.28 99.9

(over)

9. (Cont.)

Response	#	INDIVIDUAL DATA		z-score	z-score	GROUPED DATA	
		z-score	conf lvl			z-score	conf lvl
VOCATIONAL EDUCATION.....	18.....	1.91	97.1 .
Airline Hostess.....	1.....	1.31	Not Sig
Auto Mechanic.....	1.....	1.31	Not Sig
Business Equipment Operator.....	1.....	1.31	Not Sig
Carpenter.....	3.....	.06	Not Sig
Construction.....	2.....	.68	Not Sig
Draftsman.....	1.....	1.31	Not Sig
Fashion.....	1.....	1.31	Not Sig
Fashion Coordination.....	1.....	1.31	Not Sig
Fashion Merchandiser.....	1.....	1.31	Not Sig
Furniture Maker.....	1.....	1.31	Not Sig
Labor.....	1.....	1.31	Not Sig
Law Enforcement.....	1.....	1.31	Not Sig
Learn A Trade.....	1.....	1.31	Not Sig
Photography.....	1.....	1.31	Not Sig
Pilot.....	1.....	1.31	Not Sig

OCCUPATIONAL GOALS OF THOSE EXPRESSING THE NIED FOR BETTER SCHEDULING

Response	#	INDIVIDUAL DATA		GROUPED DATA	
		z-score	conf lvl	z-score	conf lvl
BLANK.....	9.....	4.96	99.9	Not Sig
BUSINESS.....	7.....	Not Sig
Bakery Science And Management.....	1.....	1.01	Not Sig	Not Sig
Business.....	5.....	.45	Not Sig
Own Own Restaurant.....	1.....	1.01	Not Sig
Self Employed.....	1.....	1.01	Not Sig
Theatre Management.....	1.....	1.01	Not Sig
LIBERAL ARTS.....	16.....	5.02	99.5
Art.....	5.....	.45	Not Sig
Coach.....	1.....	1.01	Not Sig
Education.....	2.....	.27	Not Sig
Electrician.....	1.....	1.01	Not Sig
Electronics.....	1.....	1.01	Not Sig
Electronic Technician.....	1.....	1.01	Not Sig
Engineering Design.....	1.....	1.01	Not Sig
Industrial Electronics.....	1.....	1.01	Not Sig
Law.....	2.....	.27	Not Sig
Social Work.....	1.....	1.01	Not Sig
Systems Analyst.....	1.....	1.01	Not Sig
Veterinarian.....	1.....	1.01	Not Sig
MILLIONAIRE.....	1.....	1.01	Not Sig	99.5
NONE.....	1.....	1.01	Not Sig	99.5
UNDECIDED.....	9.....	4.96	99.9	Not Sig
VOCATIONAL EDUCATION.....	9.....40	Not Sig
Construction.....	2.....	.27	Not Sig
Fashion Coordination.....	1.....	1.01	Not Sig
Fashion Merchandiser.....	1.....	1.01	Not Sig
Learn A Trade.....	1.....	1.01	Not Sig
New Trade.....	1.....	1.01	Not Sig
Nurse.....	2.....	.27	Not Sig
Record Technician.....	1.....	1.01	Not Sig